CAN ARTIFICIAL INTELLIGENCE REPLACE TEACHERS?

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Annotation: *In this scholarly article, the following questions are addressed and answered: How much has the education system incorporated artificial intelligence, which is a necessity in today's world? Can it take the place of actual teachers in the future? If we use them to instruct our kids, how successful will it be? Do we require modern educators—that is, artificial intelligence—or educators who are able to comprehend people from a humanistic, psychological, and, to some extent, national values perspective? This article also makes an effort to address the issues of whether digital teachers are problematic, whether resources are adequate, and whether artificial intelligence or human intelligence is more cost-effective for us.*

Key words: *education system, artificial intelligence (AI), actual teachers, problematic issues, resource adequacy, face-to-face interaction.*

Аннотация: *В этой научной статье рассматриваются и даются ответы на следующие вопросы: Насколько система образования внедрила искусственный интеллект, который является необходимостью в современном мире? Может ли он заменить настоящих учителей в будущем? Насколько успешным будет его использование для обучения наших детей? Нужны ли нам современные педагоги — то есть, специалисты по искусственному интеллекту — или педагоги, способные понимать людей с гуманистической, психологической и, в некоторой степени, с точки зрения национальных ценностей? В этой статье также предпринята попытка рассмотреть вопросы о том, являются ли цифровые учителя проблематичными, достаточно ли ресурсов и что более экономически выгодно для нас: искусственный интеллект или человеческий интеллект.*

Ключевые слова: *система образования, искусственный интеллект, реальные учителя, проблемные вопросы, адекватность средств, правовой защиты очное взаимодействие.*

In today's world artificial intelligence has become popular and become an important part of all fields, including education, technology, science and we can see its role even in medicine.

Most of the issues related to our life is being dependent on some kind of AI based tools, especially in education field ChatGPT, QuillBot, Turnitin, Magic School AI, Speechify, Gemini and other assistants are commonly used by both teachers and students. According to statistics 89 % of students admit using ChatGPT for homework, meaning that AI is dragging us into its trap and we are becoming blindly attached to it.A survey published on Forbes indicates that ChatGPT is now embedded in students' academic routines. Most teachers disapprove of students using AI, yet 77% say AI is useful for

preparing lessons and performing administrative tasks.From the parental perspective,70% of them believe AI does not have a positive impact on their children's education. Spending on AI in the education sector is expected to reach $32,27 billion by 2030.(Grand View Research).Grand Review Research mentioned that the global AI market in education was valued at approximately USD 8,35 billion in 2025 and is projected to grow at a compound annual growth rate (CAGR) of 31.2% from 2026 to 2030. Studies in higher education show that students' trust in AI learning assistants is shaped by cognitive evaluations (how useful/accurate they think the tool is), feelings about the tool, and social/contextual factors. This trust affects their willingness to rely on AI assistants.

Numerous figures demonstrate how AI is evolving and permeating our daily lives like a spider's web. So, the question is: Will human teachers become obsolete in the future? Will they be totally replaced by AI?

Nowadays, to improve student engagement and maximize teaching strategies, educational institutions are implementing AI-powered tools like chatbots, learning analytics, and Intelligent Tutoring Systems (ITS). Online learning platforms and increasing investments in EdTech businesses are also driving this change. These statistics and signs are certainly worrying, as if people, young and old, continue to use AI to such an extent, it will lead to addiction. As a result, people, especially the younger generation, may be deprived of important values such as independence and kindness, and they may become, in a crude sense, more and more like robots without their own independent minds. So, there is a high possibility of the false idea that we need AI capabilities so much that we no longer need real-life teachers because the Zoomer generation is already growing up with technology. However, as open-minded people, we need to look at the other side of this coin, that is, we need to carefully examine not only the bad aspects of AI, but also the opportunities that we can use.

The Function of Artificial Intelligence in Learning. Artificial intelligence is extensively utilized in education through virtual learning assistants, intelligent tutoring systems, adaptive learning platforms, and automated assessment systems. By adapting content, pace, and difficulty to each student's unique needs and skill level, these technologies allow for personalized learning. Large amounts of data can be analyzed by AI-based systems to track student progress, spot learning gaps, and give immediate feedback. Moreover, AI contributes to increasing efficiency in educational institutions. Automated grading systems reduce teachers' administrative workload, allowing them to focus more on instructional and pedagogical activities. AI-powered platforms also expand access to education by supporting online and distance learning, making educational resources available to learners regardless of time and location.

Artificial intelligence can't completely replace human teachers, despite its many advantages. Education is a complicated social and emotional activity rather than just a technical method of imparting knowledge. The values, attitudes, and critical thinking abilities of students are greatly influenced by their teachers. AI systems currently lack the emotional states, cultural backgrounds, and psychological needs that human educators can comprehend. In the classroom, teachers also promote social interaction, encourage creativity, and offer moral and ethical guidance. Artificial intelligence cannot replace the

empathy, intuition, and contextual understanding needed for these facets of education. AI lacks consciousness, emotions, and moral reasoning even though it functions using algorithms and data.

For example, I witnessed a situation involving a high school teacher who, after learning about a students' family circumstances, became aware that one of the students' parents had passed away. Unlike artificial intelligence, a human teacher can understand the emotional burden such a loss places on a child and knows how to avoid applying unnecessary pressure. The teacher not only adjusts his expectations toward the student but also addresses the class during moral education lessons, encouraging empathy and kindness toward the student—doing so respectfully and in the student's absence, she taught other students how to interact with him and she said that she hoped all of them should help him.

In addition, teachers often face complex situations in which their role extends beyond academic instruction to include moral, national, cultural, and religious guidance. For example, a simple human gesture—such as patting a child on the head or encouraging them with a reassuring touch on the shoulder while saying, "You can do it!"—can significantly increase a child's motivation. Such emotional support and empathy are inherently human qualities, arising from the shared experiences of people living and interacting with one another, and cannot be fully replicated by artificial systems.

From an economic point of view, artificial intelligence is often cheaper than human teachers, but this really depends on how it is used. AI can teach many students at the same time, does not need a salary, and can work all day without getting tired. Because of this, it can reduce costs, especially in online education or large learning platforms. The initial development and implementation costs can be high but once developed, AI can serve thousands of students simultaneously.

AI is most effective when used as a support tool rather than a replacement for teachers. Collaboration between human teachers and AI technologies can lead to improved learning outcomes. AI can assist teachers by performing repetitive tasks, providing analytical insights, and making personalized learning recommendations. At the same time, teachers remain responsible for designing meaningful learning experiences, motivating students, and ensuring ethical and inclusive education. This complementary approach allows teachers to use AI as a resource to enhance the quality of instruction while maintaining the human-centered nature of education. Successful integration of AI requires proper training for teachers, ethical judgment, and careful management of data privacy and bias.

In conclusion, artificial intelligence has the potential to significantly enhance education by improving efficiency, personalization, and accessibility. However, it cannot replace human teachers due to its inability to perform emotional, ethical, and social functions essential to the educational process. AI should be viewed as a complementary technology that supports educators rather than substitutes them. The future of education lies in the effective collaboration between human teachers and artificial intelligence, where technology enhances learning while teachers continue to guide students' academic and personal development. Based on empirical data collected through a survey in China,

the results reveal that teacher-AI collaboration significantly and positively predicts teaching engagement.

Furthermore, technological self-efficacy mediates this relationship, suggesting that AI collaboration enhances teaching engagement by boosting teachers' confidence in using technology.

In addition, perceived organizational support positively moderates the effect of teacher-AI collaboration on technological self-efficacy, forming a moderated mediation model.

This research enriches the understanding of teacher behavior in the context of AI integration and offers practical implications for educational institutions seeking to optimize AI adoption strategies and enhance teacher motivation.

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